Reading Intervention Update:

Fun Public Schools

**Student Name**:Ben Franklin **School:** Washington Elementary

**Grade:** 4 **Date(s) of Intervention:** 11-26-12 to 2-22-13

**General Information:** The primary purpose of this report is to describe Ben’s oral reading performance as a result of participating in tiered 1 to 1 instruction using the QuickReads program. The results are compared against normative data for Oral Reading Fluency (ORF-mid year expectations) as well as reading accuracy (decoding) and satisfactory comprehension. To evaluate Ben’s reading growth, while working in the intervention, the following assessments were utilized:

* *Elementary Reading Attitude Survey (ERAS)*
* *CORE Vocabulary Screening Form*
* *DRA2 PM Kit*

These tests provide information on Ben’s level of proficiency in a number of reading areas including motivation, fluency, vocabulary and comprehension.

**Assessments**

1. **Elementary Reading Attitude Survey (ERAS):**

The ERAS is a measure of a student’s attitude toward recreational and academic reading. It provides a score for attitude toward total reading based on grade level responses from students nationwide. The norms were developed by surveying mid year attitudes of 18,000 students. This information may be valuable for instructional planning since attitude, engagement and motivation can be central factors affecting a student’s reading performance.

|  |  |
| --- | --- |
| **Reading Area** | **Percentile** |
| **Recreational** | **6th** |
| **Academic** | **25th** |
| **Total Reading** | **10th** |

**Results:** When comparing Ben’s motivation in reading, the results indicate that Ben has a better attitude towards academic reading as opposed to recreational reading. His combined attitude towards reading is in the 10th percentile when compared to 4th graders nationally.

**2. The CORE Vocabulary Screening-Form 4A:**

Vocabulary knowledge is critical to understanding grade-appropriate text. The CORE Vocabulary Screening can identify students whose vocabulary knowledge is significantly lower than that of their peers. It is an individually administered informal test. The CORE vocabulary screening can provide insight into possible teaching implications related to vocabulary and comprehension.

|  |  |  |
| --- | --- | --- |
| Level | Word List % | Word List Read Level |
| Grade 4 | 90% | Benchmark |

**Results:** This word lists subtest of the CORE Vocabulary Screening indicates the level at which students can accurately understand words typical of grade level reading. On the Grade 4 level, Ben identified 27 out of 30 (90%) of the words on the list. He did not attempt three of the words. He stated, “I don’t know those words.” The words were *necessary, bruised and examine.*

**3. Developmental Reading Assessment 2 Progress Monitoring (DRA2 PM):**

*The above chart demonstrates Ben’s progress towards the 50th percentile. The trend line indicates the students expected timeline for reaching goal.*

The DRA2 PM is an individually administered informal reading assessment made up of specifically designed grade level passages. The DRA2 PM is useful in determining a student’s reading level and helping teachers plan instruction as it pertains to building word reading accuracy in context, reading rate, fluency, and comprehension. Growth is measured against normed percentile scores. Ben’s progress was measured against the 50th percentile for oral reading fluency as well to the expected weekly progress. By combining the average of the students growth across the first nine weeks as compared to the normed expected progress is as followed:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Average Accuracy** | **Average WPM** | **Percentile** | **Weekly Growth** |
| **Baseline** | **98** | **62** | **10th** | **0.9\*** |
| **Intervention**  **(9 weeks)** | **98.9** | **85.6** | **25th** | **2.6** |

* Expected growth (Hasbrouck & Tindal, 2006)

**Results:** Ben scored in the independent range for reading accuracy and comprehension. His fluency percentile went from the 10th percentile to the 25th percentile. You can expect a 4th grader to make an average of 0.9 words a week. Ben is growing an average of 2.6 words a week.

**The Developmental Reading Assessment (2) Progress Monitoring Kit (Passages):**

**Scores** (Oral Reading Fluency and Comprehension)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Level\***  **40= Gr. 4** | **Word Reading Accuracy**  **(In context)** | **Words per Minute (WCPM)** | **Comprehension**  **(Main Ideas / Characters, Supporting Details / Plot, Comprehension / Conclusions, Vocabulary)** | **Comprehension Level**  **(Overall Average)** |
| 40-1 | 99% -Independent | 91 | 3/4, 3/4, 3/4, 3/4= 12/16 | Independent |
| 40-2 | 99%-Independent | 67 | 4/4, 2/4, 3/4, 3/4= 12/16 | Independent |
| 40-3 | 99%- Independent | 71 | 2/4, 3/4, 3/4, 3/4= 11/16 | Instructional |
| 40-4 | 99%- Independent | 98 | 2/4, 2/4, 3/4, 3/4= 10/16 | Instructional |
| 40-5 | 99%- Independent | 78 | 3/4, 3/4, 3/4, 3/4= 12/16 | Independent |
| 40-6 | 99%- Independent | 94 | 3/4, 3/4, 2/4, 2/4= 10/16 | Instructional |
| 40-7 | 99%- Independent | 78 | 3/4, 4/4, 4/4, 2/4= 13/16 | Independent |
| 40-8 | 99%- Independent | 87 | 3/4, 3/4, 3,4, 4/4= 13/16 | Independent |
| 40-9 | 99%- Independent | 107 | 3/4, 3/4, 3/4, 3/4= 12/16 | Independent |

**Results:**

Ben completed a weekly cold reading assessment outside of the QuickReads program. He has consistently decoded grade level text at 99% accuracy, which puts him in the independent range for accuracy. On average, his oral reading rate is growing two and a half times the normed expectation (2.6 words per week verses 0.9 words per week). His oral reading rate is on target to reach the 50th percentile within a few weeks. His comprehension is within the independent range 66% of the time. It is within the instructional/independent range 100% of the time.

One notation is the inconsistency of results from week to week. Considering the tight development and alignment of text construction, the results are wider then expected. To put the difference in context, Ben read half of the texts in the 91-107 wpm range. He read the other half in the 67-78 wpm range. On average that is a 25 wpm difference. When considering a standardized test situation with a student reading 10 passage of approximately 300 words each, if Ben averages in the 67-78 wpm range it will take him 41 minutes to read all the passages. If he reads in the 91-107 wpm range he will read the same passages in approximately 30 minutes.

**Summary of Findings/Instructional Priorities:**

To continue progress and to address engagement and comprehension, Ben should be provided the opportunity to self-select fictional and/or informational texts based on interest. By giving students these opportunities, they develop the ability to choose appropriate texts for themselves—a skill that dramatically increases the likelihood they will read outside school (Ivey & Broaddus, 2001, Reis et al., 2007). This practice will help to increase his motivation for academic and recreational reading and provide opportunities for strategy instruction that will assist Ben to self-monitor his fluency and more importantly his comprehension.

**Instructional Recommendations:**

* Have Ben spend time completing an interest inventory to assist in finding engaging and interesting materials to read. Although some informal ones were done orally, it is an area that should be continually investigated. One inventory that can be completed over time is entitled “Tell Me What You Like” (McKenna & Stahl, 2009).
* Ben has a grade level word vocabulary and it would be helpful use vocabulary as a link to understanding before, during and after reading. Ben would benefit from employing the Six Step Process (Marzano, 2004) with appropriate texts that will develop deeper understanding.
* Use STP- Stop, Think, Paraphrase (Richardson, 2011) in Ben’s classroom reading materials. This will enable Ben to take what he learns using short text to transfer to longer texts within the class. He has worked with his teachers to record his thinking across the texts he reads in Reading Workshop. Continued work in these areas will assist Ben in transferring this strategy to his readings in all content areas.
* As mentioned in an earlier report, the use of graphic organizers will enable Ben to organize and categorize this thinking as he reads. One effective technique to capitalize on Ben’s interest would be the use of two column notes (Santa, 1996) on which Ben records what was read on one side and his thinking on the other. We can encourage Ben to use key words, phrases and sketches on the left side to keep track of important information, which will enable him to feel more confident when discussing his reading and thinking.
* Employ Ben not just with comprehension strategies but “how” to use comprehension strategies (Shanahan, et. al., 2010). Using appropriate strategies and tactics at appropriate times will improve comprehension as noted by the major reading researchers (I.E.S., 2010)
* As noted in many of the assessments, at point of difficulty Ben does not show evidence of using strategies (decoding or comprehension). Having Ben discuss problem-solving actions at point of difficulty will empower him and create success and independence.
* Finally, if key adults in Ben’s life remain interested in his literary life and interests, he will come to understand that people are interested in what he reads and more importantly what he thinks. Conversations should remain informal, interested and curious so that Ben understands that people are interested as opposed to checking up on him.

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